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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

Name of Principal Mr. Tom Corrick  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bennett Elementary School  
(As it should appear in the official records)

School Mailing Address 300 Cedar Street  
(If address is P.O. Box, also include street address)

Bennett Iowa 52721-0343  
City State Zip Code+4 (9 digits total)

Tel. ( 563 ) 890-2226 Fax ( 563 ) 890-2937

Website/URL www.bennett.k12.ia.us E-mail t.corrick@po-1.bennett.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Tom Corrick  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bennett Community School District Tel. ( 563 ) 890-2226

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Jim Pelzer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:        1   Elementary schools  
      1   Middle schools  
      1   Junior high schools  
    \_\_\_\_\_ High schools  
    \_\_\_\_\_ Other (Briefly explain) We have a one building facility with K-6, 7-8 & 9-12 organizational levels.  
      3   TOTAL
2. District Per Pupil Expenditure:        \$4,779    
     Average State Per Pupil Expenditure:        \$4,602

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural
4.   6   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	9	6	15		<b>7</b>			
<b>1</b>	5	6	11		<b>8</b>			
<b>2</b>	9	6	15		<b>9</b>			
<b>3</b>	3	7	10		<b>10</b>			
<b>4</b>	10	7	17		<b>11</b>			
<b>5</b>	7	3	10		<b>12</b>			
<b>6</b>	9	8	17		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								95

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>97</u>         | % White                          |
| <u>0</u>          | % Black or African American      |
| <u>3</u>          | % Hispanic or Latino             |
| <u>0</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 9 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	94
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0  
Specify languages:

9. Students eligible for free/reduced-priced meals: 27 %

26 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %  
5 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>6</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>0</u>	<u>1</u>
Total number	<u>8</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio: 13.6
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.6%	96.6%	97.1%	96.3%	96.3%
Daily teacher attendance	96%	94%	95%	92%	95%
Teacher turnover rate	0	0	0	0	14%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>NA</u>
Enrolled in a 4-year college or university	<u>NA</u> %
Enrolled in a community college	<u>NA</u> %
Enrolled in vocational training	<u>NA</u> %
Found employment	<u>NA</u> %
Military service	<u>NA</u> %
Other (travel, staying home, etc.)	<u>NA</u> %
Unknown	<u>NA</u> %
<b>Total</b>	100 %

### ***Part III***

#### **Summary**

Bennett Elementary School is part of the Bennett Community School District, a small, rural, school district in eastern Iowa located between Davenport and Iowa City. The school is the center of the community and a gathering place for all patrons. Parents are employed either in agriculture related businesses or commute to neighboring cities for work in industry.

Bennett Elementary School is competitive educationally with other elementary schools in the state of Iowa. This year our scores were 2<sup>nd</sup> in the state on the Iowa Tests of Basic Skills in reading in grade 4. Our math scores missed the top ten, but were around the 75<sup>th</sup> percentile ranking. Our staff is actively involved in the school improvement process and works hard to close achievement gaps. Most staff members serve on one or more curriculum committees to study best practices in each curricular area in order to cooperatively make plans for modifications to improve student achievement. Having all of our students, grades K-6, in one building allows for ease in tracking each student's progress individually.

The Bennett Elementary staff works collaboratively with all family members to help each individual child develop their mental, emotional, social, and physical ability, and to help them develop wholesome attitudes including tolerance towards themselves, their fellow students, their home, and country. The children can expect the school to help them prepare for their secondary education, develop basic learning skills, and participate happily and helpfully in home and community life.

The elementary school staff goes the extra mile for all students. The school day is extended through Power Hour, an after-school tutoring program, to help students in grade 6. After-school tutoring and summer school programs are also offered for younger students.

Community support for our school is positive. Parents are actively involved in all aspects of our school's needs. Parents serve on many committees including the Superintendent's Advisory Committee, and the Board Liaison Committee, which studies district data, surveys public opinion, and explores educational options before making recommendations to the Board of Education. Parents volunteer in the school by helping in the classrooms with activities, reading, and chaperoning on field trips. Our Parent Teacher Association called PILOTS works closely with the school to raise money to fund field trips, purchase RIF books, help fund extra classroom instructional materials, and provide funding for reading carnivals. Music Boosters help broaden musical experiences for our students through personal and financial support.

Considering that most parents work outside the community, the parent involvement factor is an integral part of our school's success. The mission of our district is: *All students will learn, be safe, be good citizens, and have a feeling of self-worth. The family is the foundation for the development of the individual.* This mission statement clearly stresses the importance family involvement plays in our school. Bennett Elementary is a family of students, parents, teachers, and community members. We are a family that learns together, grows together, and thrives together.

## **Part IV**

### **1.**

Annually all students in grades 2-6 at Bennett Elementary participate in the Iowa Tests of Basic Skills (I.T.B.S.) tests. The I.T.B.S. test is a standardized norm-referenced test given to students across the state of Iowa and in various other states nationwide. The state of Iowa asks school districts to report out to patrons and state educational authorities the percentage of students in grade four in the district that are proficient, below proficient, and above proficient in reading and mathematics according to the results of the I.T.B.S. Students who score on the I.T.B.S. at a proficient level are able to function independently in the classroom on daily assignments in the area of reading or mathematics. During the 2002-2003 school year one hundred percent of Bennett Elementary School's fourth grade students scored at a proficient or above proficient level for both reading and mathematics.

As part of the I.T.B.S. testing process students take a reading comprehension test that contains reading passages and multiple-choice questions. These questions evaluate students' abilities to pick out facts in the passages, infer and interpret the information they read, and analyze and generalize the content of the passages. In order to be considered proficient using this assessment, students must score at a National Percentile Ranking (NPR) of 40% or above. NPR means how well a student scores when compared to other students taking the test nationwide. An NPR of 90% means the student performed better than 90 out of 100 of his or her peers nationwide. The lowest NPR for reading comprehension for our grade four students was 72%. In fact 45% of our fourth graders had NPR's in the 72%-89% range and 55% had NPR's in the high proficiency range, 90% and above. Our fourth grade students are able to read independently at grade level with ease.

Mathematics is evaluated on the I.T.B.S. using two multiple-choice tests including Mathematic Concepts/Estimation and Problem Solving/Data Interpretation. The Mathematic Concepts/Estimation test includes questions in number properties and operation, algebra, geometry, measurement, probability and statistics, and estimation. The Problem Solving/Data Interpretation test involves solving single-step problems, multiple-step problems, problems that require varied approaches and procedures, reading graphs and tables and observing relationships amongst data and data trends. Again, in order to be considered proficient using this assessment, students must score at a National Percentile Ranking (NPR) of 40% or above. The lowest NPR in mathematics for our grade four students was 64%. Eighty two percent of our fourth graders had NPR's in the 64%-89% range and 8% had NPR's in the high proficiency range, 90% and above. Results indicate that our fourth grade students are able to solve problems and complete mathematical tasks at levels well above other fourth grade students nationwide.

At fourth grade, students also undergo a second testing battery. Bennett Elementary administers the Iowa Collaborative Assessment Modules. This testing program was developed and piloted statewide and contains open-ended questions for reading, and mathematics problem solving scenarios that require students to formulate thorough written solutions. Results for our students on this second assessment confirm the results of the Iowa Tests of Basic Skills.

## 2.

When results from the I.T.B.S. are received, they are evaluated to categorize students into three categories, above proficient, proficient and below proficient. When the staff has this information, they further analyze the testing results using item analysis to determine the areas of strengths and areas needing improvement. Teachers are then aware of specific areas where a whole class or individual students are in need of further instruction.

In addition, students are given a series of assessments in kindergarten through third grade as part of our Early Literacy Program. When individual students are identified to be in need of assistance, they receive additional instruction through our Reading Recovery or Title I Reading programs. Using the results of the Early Literacy assessments, teachers match students with phonemic and literature skill boxes to be utilized at home with an adult. Teachers also offer summer tutoring for students who are in need of additional assistance. This tutoring helps children retain reading skills over the summer break.

## 3.

Bennett Elementary communicates to students and parents often through the use of many mediums. Every student in the school takes home a Wednesday Communication Envelope. Teachers include weekly grades, test scores, and notes to parents to keep them informed of student progress. Students in grades 3-6 use daily assignment books, not only for students to record homework, but also to communicate to parents about student performance. Parents in turn are able to respond to those comments. Parents and teachers also use technology to communicate with each other. E-mails, phone calls, and the use of the school web site help students, parents, and teachers keep in close contact. Information from the Superintendent's Advisory Committee is also shared on the web site. Parent-Teacher Conferences are held at the end of the first and third quarters to go over student progress in detail. Teachers use skill specific checklists to show what the students have mastered in detail.

Teachers find it valuable to maintain comprehensive communication regarding our I.T.B.S. testing program as well. Teachers prepare line/bar graphs prior to testing each year that show each individual student's results from all previous years. Teachers hold conferences with individual students concerning their I.T.B.S. results and set goals for the upcoming testing periods. Students then share those goals with parents. After testing, the new data are added to the graphs. Students, teachers and parents meet again to share the progress each student has made toward their goals.

Early Literacy testing results are examined and used to adjust teaching practices. The results are also communicated frequently to parents throughout the school year. In grades K and 1, students are assessed at the beginning of the school year and at the end of each quarter on readiness and beginning reading skills. In grades 2 and 3, assessment is done at the beginning of the school year and at the end of each semester on more complex reading skills.

Student achievement data are shared with the community through two sources. The Superintendent's Advisory Committee consists of parents, students, board members, and general community members. The committee meets four times a year for the purpose of reviewing



student data, graduation rates, dropout rates, results of district surveys and goal setting to assist the Board of Education in decision-making. The second source of conveying student performance is by means of our monthly newsletter, which is distributed to all patrons of the district. Articles written by the Superintendent/Elementary Principal give detailed information about class results. More specific results are also available by request for all patrons to read in the Superintendent's Annual Report.

#### 4.

Bennett Elementary School will share its successes with other schools by several means. Word in a small town travels fast especially when it concerns something so positive. We are proud of our school and want to share our successes with others.

Mr. Corrick, our elementary principal and superintendent, has already made an announcement of the honor in front of the elementary students, parents, and other relatives at a music program. Some of those relatives were from surrounding communities and helped to spread the news verbally.

News of this honor has been printed in the Bennett Community School monthly newsletter. All patrons of the district receive one of these newsletters and 480 newsletters are distributed monthly. The Quad City Times will publish an article about Bennett Elementary School being chosen as a Blue Ribbon School. That paper's audience includes subscribers throughout eastern Iowa and western Illinois. An article has appeared in the Tipton Conservative, which reaches people in our county. Other neighboring community newspapers such as the North Scott Press and the Durant-Wilton Advocate have already published news about our nomination for this award. It is our hope that local television stations may also highlight our achievement after they become aware of it in print.

In order to further increase the chance of others reading about this honor, we will submit an article to the Area Education Agency's publication, The Communicator, for other AEA 9 teachers to view. Also, several Bennett teachers are involved in study groups at the AEA and will share this information in those groups.

Finally, our name was published in the School Leaders of Iowa in the January 2004 newsletter published by the Bureau of Administration and School Improvement Services, Iowa Department of Education. Superintendents and principals from all over Iowa will see our name listed as a Blue Ribbon School in this publication.

## **Part V**

### **I.**

The Bennett Elementary Language Arts curriculum in grades K-3 focuses on the development and usage of beginning reading, writing, speaking, listening, and spelling skills through a balanced literacy approach. Phonetic and structural analysis skills are taught with the aid of the D.C. Heath reading series. All students are actively engaged in language arts activities through the use of thematic units, centers, computer-based programs, small or large group instruction, journaling, read alouds, and independent reading activities. The Language Arts curriculum in grades 4-6 is literature based. Students read grade appropriate novels focused on a common theme. They complete vocabulary activities and comprehension and writing extensions to demonstrate their understanding of the concepts of the novels and how they relate to their own lives.

Our Math curriculum is a flexible program based on our district's standards to respond to a diverse community of math learners. Using Houghton-Mifflin's Math Central and The Mathematics Experience textbook series, our students learn math from real-life situations and hands-on activities. Content and instruction are sequenced from concrete to connecting to symbolic stages with activity-based or student-guided lessons. Students receive ongoing practice and review of number sense, operations, patterning, and functions of numbers. We challenge students to interact mathematically using mental math, estimating, problem solving, statistics, probability, reasoning, communication, algebraic reasoning, geometry, and measurement. This is accomplished through the use of centers, thematic units, computer programs, discussions, charts, diagrams, graphs, and cooperative learning activities.

The Science curriculum is centered around four major strands of Life Science, Physical Science, Earth Science, and Nature of Science, which focuses on scientific method and safety. The Houghton-Mifflin Discovery Works Science series is the core of developmentally appropriate topics that are taught at each grade level. Through experimentation, discussions, hands-on projects, demonstrations, and the use of graphic organizers, students develop their critical thinking, scientific reasoning, and science processing skills. Reading and Math skills are also integrated into our Science curriculum when using data for measuring, patterning, and graphing to classify, compare, contrast, and predict scientific information.

Our Social Studies curriculum focuses on how the child interacts with his/her world with the help of the D.C. Heath textbooks series. In the primary grades, students learn about relationships first in families, then neighbors, and finally in various kinds of rural and city communities. The curriculum then expands to states, regions, nations, and neighboring countries in the intermediate grades. We also include supplementary units in our curriculum to help our students become more aware of Iowa History in Grade 6. At all levels, geography, economics, history, sociology, anthropology, and government/citizenship skills are integrated into the units to show the students how all aspects of Social Studies can be found in their lives. Field trips, Iowa Communications Network sessions, speakers, projects, reenactments, videos, role playing, graphic organizers, and research (both print and internet) opportunities are ways we engage students in this curricular strand.

Bennett Elementary students are educated in the visual arts through art history, art vocabulary, and direct experiences with art media (paper, pencil, crayons, colored pencils, clay, etc). They develop skills that enable them to communicate personal ideas, images, and feelings in visual form. Students are also educated in the fine arts through music history, music appreciation and music performance. These skills are attained through singing, playing classroom instruments, listening to a variety of musical compositions and learning the basic musical concepts. These experiences are cross-curricular and help the students to grow

academically as well as musically. The Physical Education curriculum deals specifically with enhancing the child's movement abilities in a wide variety of loco-motor, manipulative, and stability activities. The program also makes positive contributions to the development of fitness, perceptual-motor efficiency, social-emotional growth, improved academic understandings, and positive use of leisure time of the child. Students also receive foreign language exposure in all elementary grades. Our Spanish teacher focuses instruction on vocabulary and phrase development as well as learning about Hispanic cultures of South America and Europe. Students are engaged through stories, songs, games, videos, and artifacts.

## 2.

All children arrive at the schoolhouse steps with varying reading exposure levels and pre-reading skills. Those same children require different teaching methodology to become proficient readers. For that reason, the reading curriculum at Bennett Elementary School integrates a variety of developmentally appropriate practices.

At the primary levels, students are introduced to beginning phonetic awareness skills. Students expand their new reading skills by being exposed to a variety of literature. Guided reading, skills instruction, and writing form the core of the lower elementary reading curriculum. Thematic units, music, and poetry are integrated within. Students spend time using technology to reinforce skills taught in the classroom through the use of IBM's Writing to Read 2000 in grades K-1. Students in grades 1-4 use the Scholastic Reading Counts comprehension program. Independent and read aloud activities are also key components of the reading curriculum that build into the intermediate grades.

Students are introduced to novel-based instruction in second grade, which carries through to 6<sup>th</sup> grade students. Students read, respond to questions, study vocabulary, create extensions through personal experience, and complete special projects. Literature is also presented in themes either related to student interest or content area subjects.

## 3.

*All students will learn, be safe, be good citizens, and have a feeling of self-worth. The family is the foundation for the development of the individual.* In order to create a school climate in which that mission can be achieved, students have received direct instruction in aspects of positive character. Through our character education program we have been able to create an environment where students feel safe and possess the traits of good citizens.

Our students have been able to achieve at such high levels because our school has been the recipient of special grant funding from the Success4 program over the past five years. The Success4 team has worked to develop a usable character education curriculum and has designed programming to ensure a positive learning climate for all students. Grant monies have funded the writing and implementation of curriculum activities that support the six pillars of character as defined by the Character Counts program. Students are monitored for exhibiting positive character traits and are rewarded in various formats on a routine basis. Reward programs have been successful because of our small school setting. Students who are successful, not only with displaying positive character, but also academically, have participated in pizza parties, bowling trips, and movies.

To help involve our students' families in this aspect of their child's education, we have held family nights where guest performers make presentations that help motivate all students to

be people of good character. Parents and teachers team up to hold an annual carnival where students spend tickets earned through academic achievement and positive behavior. Our Success4 program provides motivation and instruction so that the climate of our school is conducive to learning and provides support for all children and their social and emotional needs.

#### 4.

Bennett Elementary School uses several different instructional methods throughout the school to enhance student learning. Teachers utilize large and small group cooperative learning activities as well as one-on-one instruction and conferencing. Multi-grade peer learning is also used for many projects or thematic units. The school conducts a Pre-Kindergarten Summer Readiness Program to prepare students entering kindergarten. We also offer summer school programs and after-school tutoring for those needing extra help or review of skills.

Technology is integrated into our instructional methods through the use of our Iowa Communication Network room. We also have an Apple Computer Mobile Lab with lap top computers to further enhance learning within the classrooms.

Students experiencing difficulty learning to read in first grade are placed in a research-based Reading Recovery program. The program runs approximately 12-20 weeks for each student. Each student receives 30 minutes of individual reading instruction daily. The program has great success helping these students better understand beginning reading concepts. At other grade levels supplemental remedial reading and math review are offered through the Title I program, which is based on each individual student's needs.

#### 5.

Bennett Elementary School's professional development program involves many aspects to improve student learning. Teachers meet at in-service before the school year begins to review the previous years' standardized test results. Each class is divided into 3 categories according to testing results: above proficient, proficient, and below proficient. Teachers make plans for the upcoming year by flagging students who will need additional help or students who will need to be challenged.

Our Early Literacy Team, made up of K-3 teachers, has developed district early literacy assessments for the primary grades. These assessments show areas of students' strengths and weaknesses with beginning reading concepts. Teachers are then able to adjust their teaching to focus on these areas in the classroom, after school with tutoring, or with the use of the home skills boxes. Skills boxes focusing on readiness and beginning reading skills have been developed in this program for individualized instruction with parental support at home. After the skill boxes are used at home between parent and child, the child is then checked again for better understanding before progressing to another skill in need of review. We plan to develop similar assessments and skill boxes for grades 4-6 to continue to measure student growth as an alternative assessment tool in the coming years.

A K-6 math improvement study group has been meeting this year to explore research-based teaching strategies and how to more completely infuse the NCTM Standards into our curriculum. The study team relies on the National Council of the Teachers of Mathematics publication Principles and Standards for School Mathematics as the springboard for these meetings. After completing assigned reading in the text, teachers reflect upon teaching practices identified in the reading. They evaluate what they are already doing and look at what changes could be made to improve learning for all students. Teachers share these strategies with their teammates in the meeting and through a professional journal.

Our staff also takes advantages of professional development offerings through our regional Area Education Agency. Teams of teachers from our building have participated in special reading and math initiatives at the AEA. They then bring that knowledge back and share it with all teachers at in-service meetings. The Title I teacher attends many Reading Recovery ongoing professional development meetings throughout the year. These meetings assure that the teacher is up-to-date on best practices in the Reading Recovery field to improve student learning.

**APPENDIX A -- DATA CHART 1**  
Bennett Elementary School  
 Grades 2-6 Reading and Math Scores  
 Iowa Tests of Basic Skills – Testing Month February

	<b>READING</b>					<b>MATH</b>			
<b><u>Scores Grade 2</u></b>	2002-2003	2001-2002	2000-2001	1999-2000		2002-2003	2001-2002	2000-2001	1999-2000
Total – Percent of Students									
At or above State Proficiency	78	90	85	85		100	84	85	60
At or above High Proficiency	45	16	8	0		33	5	16	0
Below Proficient	22	10	15	15		0	16	15	40
Number of Students Tested	9	19	13	20		9	19	13	20
% of total students tested	100	100	100	100		100	100	100	100
Number of Students Excluded	0	0	0	0		0	0	0	0
% of Students Excluded	0	0	0	0		0	0	0	0

	<b>READING</b>					<b>MATH</b>			
<b><u>Scores Grade 3</u></b>	2002-2003	2001-2002	2000-2001	1999-2000		2002-2003	2001-2002	2000-2001	1999-2000
Total – Percent of Students									
At or above State Proficiency	100	73	85	65		94	91	75	83
At or above High Proficiency	11	9	5	0		0	18	5	24
Below Proficient	0	27	15	35		6	9	25	17
Number of Students Tested	18	11	20	17		18	11	20	17
% of total students tested	100	100	100	100		100	100	100	100
Number of Students Excluded	0	0	0	0		0	0	0	0
% of Students Excluded	0	0	0	0		0	0	0	0

	<b>READING</b>					<b>MATH</b>			
<b><u>Scores Grade 4</u></b>	2002-2003	2001-2002	2000-2001	1999-2000		2002-2003	2001-2002	2000-2001	1999-2000
Total – Percent of Students									
At or above State Proficiency	100	100	77	65		100	90	77	71
At or above High Proficiency	55	5	12	18		18	16	11	18
Below Proficient	0	0	23	35		0	10	23	29
Number of Students Tested	11	19	17	17		11	19	17	17
% of total students tested	100	100	100	100		100	100	100	100
Number of Students Excluded	0	0	0	0		0	0	0	0
% of Students Excluded	0	0	0	0		0	0	0	0

	<b>READING</b>					<b>MATH</b>			
<b><u>Scores Grade 5</u></b>	2002-2003	2001-2002	2000-2001	1999-2000		2002-2003	2001-2002	2000-2001	1999-2000
Total – Percent of Students									
At or above State Proficiency	100	100	63	71		69	82	51	67
At or above High Proficiency	0	0	19	0		19	18	13	10
Below Proficient	0	0	37	29		31	18	49	33
Number of Students Tested	16	17	16	21		16	17	16	21
% of total students tested	100	100	100	100		100%	100	100	100
Number of Students Excluded	0	0	0	0		0	0	0	0
% of Students Excluded	0	0	0	0		0	0	0	0

	<b>READING</b>					<b>MATH</b>			
<b><u>Scores Grade 6</u></b>	2002-2003	2001-2002	2000-2001	1999-2000		2002-2003	2001-2002	2000-2001	1999-2000
Total – Percent of Students									
At or above State Proficiency	80	75	74	71		93	88	79	64
At or above High Proficiency	13	19	0	7		20	13	11	21
Below Proficient	20	25	26	29		7	12	21	36
Number of Students Tested	15	16	19	14		15	16	19	14
% of total students tested	100	100	100	100		100	100	100	100
Number of Students Excluded	0	0	0	0		0	0	0	0
% of Students Excluded	0	0	0	0		0	0	0	0

The Bennett Elementary School gives the Iowa Tests of Basic Skills (I.T.B.S.) annually, to every student in grades 2-6. The I.T.B.S. tests are a standardized norm referenced test given to students across the state of Iowa. The above data shows four years of results for fourth grade students for reading comprehension and mathematic concepts. The state of Iowa requires school districts to report out to patrons and to the Department of Education the percentage of students in grade four that are above proficient, proficient and below proficient in reading and mathematics. Students who score on the I.T.B.S. at a proficient level are able to function independently in the classroom on daily assignments in the areas of reading and mathematics.

The three proficiency areas: above proficient, proficient and below proficient are defined by using each student's National Percentile Rank score. Above proficient students have NPR scores between 90% and 99%. Proficient students' NPRs are between 40% and 89% and students whose scores are considered below proficient have a NPR below 40%.

In reading, the Bennett fourth graders were 100% proficient for the past two years. This grade level showed consistent growth in the number of students proficient in the past four years of testing. In 2002-2003 the state of Iowa only required schools to report fourth grade scores for reading and math. Therefore the state only makes available state averages for comparison at the fourth grade level. Below is a four-year comparison of the percentage of fourth grade students proficient in the state of Iowa and the percentage of students who score in the proficient band at Bennett School.

#### **4<sup>th</sup> Grade Reading -- DATA CHART 2**

	2002-2003	2001-2002	2000-2001	1999-2000
State Proficiency Average	75%	69%	68%	69%
Local Proficiency Average	100%	100%	76%	65%

In mathematics the Iowa Tests of Basic Skills are given to all fourth graders to assess student achievement levels. Proficiency groups are identified in the same manner as they are for reading. As clearly outlined in DATA CHART 1, Bennett fourth graders scored 100% proficient during the 2002-2003 testing year. Our results again show consistent growth in the number of students proficient over the past four years of testing. Below is the state to local proficiency comparison for mathematics.

#### **4<sup>th</sup> Grade Math -- DATA CHART 3**

	2002-2003	2001-2002	2000-2001	1999-2000
State Proficiency Average	75%	72%	71%	69%
Local Proficiency Average	100%	80%	76%	71%

Bennett Elementary School's proficiency rates in reading comprehension and mathematic concepts are among the highest in the state of Iowa. These results show that the education revolution promised by the No Child Left Behind legislation has already begun at Bennett Elementary School.